



# **Indiana School Improvement Plan**

**South Ripley Junior High School**

**South Ripley Community School Corporation**

Mr. Derik Hutton  
1589 S Benham Rd  
Versailles, IN 47042-8412

# TABLE OF CONTENTS

Introduction...1.....

## **Executive Summary**

Introduction...3.....

Description of the School...4.....

School's Purpose...5.....

Notable Achievements and Areas of Improvement...7.....

Additional Information...8.....

## **Improvement Plan Stakeholder Involvement**

Introduction...13.....

Improvement Planning Process...14.....

## **Self Assessment**

Introduction...17.....

Standard 1: Purpose and Direction...18.....

Standard 2: Governance and Leadership...22.....

Standard 3: Teaching and Assessing for Learning...26.....

Standard 4: Resources and Support Systems...36.....

Standard 5: Using Results for Continuous Improvement...41.....

Report Summary...45.....

## **Student Performance Diagnostic**

Introduction	47
Student Performance Data	48
Evaluative Criteria and Rubrics	49
Areas of Notable Achievement	50
Areas in Need of Improvement	52
Report Summary	53

## **Stakeholder Feedback Diagnostic**

Introduction	55
Stakeholder Feedback Data	56
Evaluative Criteria and Rubrics	57
Areas of Notable Achievement	58
Areas in Need of Improvement	59
Report Summary	61

## **19-20 SIP Plan Goals**

Overview	63
Goals Summary	64
Goal 1: SRJHS passing rates on ILEARN will be at or above state average in mathematics.	65
Goal 2: SRJHS passing rates on ILEARN will be at or above state average in ELA.	65
Goal 3: Each staff member will utilize professional development to learn and implement behavior intervention strategies in the classroom.	66
Activity Summary by Funding Source	67



## **Introduction**

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

South Ripley Junior Senior High School was formed in 1966 by consolidating Cross Plains High School, Holton High School, New Marion High School, and Versailles High School on the spacious farmlands near the small town of Benham.

A newly-renovated school allowed for the expansion of South Ripley High School to become an individual school. The Junior High School has been established by a newly constructed wing and has received a Indiana Department of Education school code.

South Ripley Junior High School is located in the center of Ripley County, Indiana. The school is 1/4 mile southeast of Versailles, a conservative community with a population of approximately 2000. Versailles is the county seat of Ripley County. This area is composed primarily of farms, small businesses, factories and retired residents. Many of the families work outside the school district. The school district covers an area of 220 square miles and has a population of approximately 7500.

South Ripley Junior High School consists of a two-year comprehensive junior high school. The enrollment is approximately 200 students, averaging 95 students per grade level, with 25 faculty members, including shared staff. SRJHS provides a rich curriculum aligned with the Indiana State Standards. It has curricular offerings for students in English/Language Arts, Reading, Math, Science, and Social Studies, with rotating afternoon classes to receive basic preparation for high school electives. At-risk and High Ability programs help student achievement at all levels. Special education accommodations are available for those in need of these services.

Students attending South Ripley Junior High School are, for the most part, of lower socio-economic status. Over 65% of the total student population are on free or reduced breakfast and lunch program. A portion of the population is transient, due primarily to the lack of industry in the immediate area. Last year, the attendance rate was approximately 96%.

The school year is divided into two semesters with each composed of two nine-week grading periods. The educational day is an eight-period traditional schedule with 8 periods consisting of 49 minutes with 4-minute passing periods. The schedule also includes an advisory period. The advisory period was implemented for the first time in 2015-2016. The advisory period was named a 2016 Promising Practice by the IDOE. The advisory focuses on individual student data, character education, and mentoring. School is in session for 180 days for students and 185 days for the faculty. Six professional development days were added to incorporate professional development for the faculty. SR continues to use eLearning days for the year to add in other options for professional development and eLearning for students.



## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

**Vision:**

To be an elite educational institution, empowering students to achieve their maximum potential.

**Mission:**

South Ripley educates students today, to become responsible citizens of tomorrow.

**Values:**

Respect

Accountability

Integrity

Dedication

Excellence

Relationships

Service

**Beliefs:**

We believe all students deserve:

A safe, positive, and structured learning environment that provides opportunities for success.

A rigorous, engaging curriculum that provides opportunities for the future such as college.

To be challenged and inspired while being treated with respect.

To understand the importance of goal setting and help planning to reach those goals.

The opportunity to develop his/her potential in order to establish and maintain responsible citizen roles in a dynamic society.

A chance to change/improve themselves with positive/constructive feedback given in order to feel positive about themselves.

A supportive, accepting, adult who cares and listens while holding them responsible and accountable for his/her actions.

Help in meeting their basic school and home needs while exposing them to the opportunities of the world.

Equal opportunities for learning.

The chance to engage in higher student engagement utilizing the 1:1 technology.

**Curriculum:**

Curriculum writing has been an ongoing process. The South Ripley Junior High School Curriculum is based on, and aligned with, the standards adopted by the Indiana State Board of Education. The staff at South Ripley Junior High School, under the direction of the building administration, provides enrichment of the curriculum. Curriculum maps are in constant revision to align with the new College and Career Readiness Standards implemented in 2014. Faculty collaborate to create curriculum maps in Google Sheets. These are a work in progress that will continue to be updated each school year. Teachers continue to re-visit the curriculum maps as we prepare for round 2 of ILEARN.

The South Ripley Junior High School curriculum is located in each classroom's digital folder. In ELA and math, teachers align their curriculum to the College and Career Readiness Standards blueprints provided on the IDOE website and Indiana Learning Connection. Teachers provide enrichment in addition to the basic instruction guided by the curriculum and standards. All subjects are currently mapped to the new College and Career Readiness Standards. The grade levels are taught in teams and many of the lessons are cross curricular based. State junior high school standards are distributed to all parents via teacher web pages on the school website, the DOE website, in classrooms, and via digital outlets.

South Ripley Junior High school works to provide a comprehensive curriculum within the constraints of a small rural school. During the school year, College and Career Readiness, Geometry, Ag, PE, Health, Art, and Algebra 1 classes are offered for high school credit. Remediation is offered in math and English, as well as tutoring provided by staff in all core academic areas.

The South Ripley instructional calendar is organized in a balanced calendar format with the typical two-semester (180 instructional days) school year. Grading periods are divided into four nine-week terms, with mid-term reports issued at four-and-a-half weeks. Students attend the same eight periods per day from 8:00 A.M. to 3:00 P.M. SRJHS is an 8-period day and an additional advisory period was added for all JH students. This advisory period focuses on mentoring students and building relationships with students throughout the year. In addition, this period will incorporate student data and goal-setting along with character education. SRJHS has also incorporated a "Wellness Wednesday" curriculum during the advisory period to help staff and students focus on their physical, social, and mental/emotional health.

Teachers are encouraged to use project-based learning and interactive methods in addition to the traditional methods. All teachers are afforded opportunities to pursue their professional development through workshops, seminars, school visits, continuing education, and other staff development of their choosing. SRJHS has developed a training in in collaboration with Five-Star Technology titled "Makey Makey". This initiative is aimed at making our staff more comfortable in a project-based learning environment.

As SRCSC began the 1:1 initiative, professional development has continued to be offered to staff throughout the year as well as in the summer. In the 2015-2016 school year, we began building in six professional development days where students will arrive to school on a two-hour delay schedule. This will allow time for professional development six days throughout the year for staff for two hours. Team leaders assist in mentoring new staff and coordinating team activities. Staff evaluations, conducted by the principal and special education coordinator, are mandatory for all faculty, and we are currently using a modified RISE model through the Pivot platform.

South Ripley Junior High was part of a full 1:1 technology initiative in 2014-2015. All students in grades 5-8 were given Chromebooks in 2014-2015 that were implemented in the classrooms to increase student engagement. South Ripley has worked to implement a full technology initiative K-12 in the last few years. Students are given the opportunity to utilize technology in the classroom on a daily basis with all students utilizing Chromebooks in the 1:1 environment.

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

South Ripley Junior High School has a proud academic achievement of earning a Four Star school award in 2011-2012, 2012-2013, 2013-2014, 2014-2015, and 2017-2018. In 2016, SRJHS became a National School to Watch for the first time and was re-designated in 2019. SRJHS was named a National Blue Ribbon School in 2016. We contend that South Ripley Junior High School can and should consistently score well above the state averages in these disciplines. South Ripley Junior High School received recognition as a 2017 Gold Star Counseling School. South Ripley Junior High School was chosen to pilot the Indiana Career Explorer Program for the 2017 school year. In 2017, South Ripley received Common Sense Media School designation for the first time which also designated us for the 2018-2019 school year. We are currently in the process to become a Common Sense Media School again this year.

<http://www.doe.in.gov/sites/default/files/accreditation/2014-final-four-star-list.pdf>

Accordingly, it is incumbent upon this school district to use every reasonable measure to provide the necessary resources to teachers and students in order to address this objective. The focus should be primarily on increased opportunities for students to receive individual attention from teachers, as well increased opportunities for remediation. We encourage continued use of teachers and technology before, during, and after school. Since 2010, the newly formed South Ripley Junior High School has been at or above the state average with our ISTEP+ scores. Last year, ILEARN was implemented. Educators are constantly utilizing the data to implement new strategies to improve the scores.

2010-11	70.6%
2011-12	78.9%
2012-13	86.6%
2013-14	85.3%
2014-15	67.0%
2015-16	60.1%
2016-17	71.5%
2017-18	66.8%
2018-19	65.9%
2019-2020	N/A

The state average according to INview data was: 34% in 2019-2020

In the next three years, we have identified three areas in need of improvement.

Goal #1 - SRJHS overall pass rate on ILEARN mathematics will be at or above state average.

Goal #2 - SRJHS overall pass rate on ILEARN ELA will be at or above state average.

Goal #3 - Staff members at SRJHS will use professional development time to learn and utilize behavior intervention strategies in the classroom.

## Additional Information

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

### Technology:

Our school corporation has a strong, well-implemented technology plan for our school. At the present time, we use Five-Star Technology Solutions for all of our technology support. Each child in grades 7-8 have individual Chromebooks for the year. Classrooms have overhead projectors for teacher-use, interactive mobis, clickers, elmos, calculators, and a fully wireless campus. Students are allowed to bring devices from home and use them as guided by the instructor. Teachers will also continue professional development in order to use the technology to effectively instruct the students and prepare for eLearning days.

### Safe And Disciplined Learning Environment:

South Ripley Junior High School provides a safe, positive environment for students. All doors are locked to eliminate anyone entering the building unnoticed during school hours. We have a secure entrance, so all visitors have to pass through the office to enter the building after school begins. South Ripley Community Schools has cameras installed around the building. We also have a swipe system for the entry doors for all staff, and visitors are buzzed into the building. Safety teams meet throughout the year to discuss safety concerns and updates.

We use a variety of codes over the P.A. system to communicate any situation to which the teachers might need to be alerted, and then they can set our emergency procedures in place. Our school complies with all state-mandated practices in regards to emergency drills and all emergency procedures are posted in the classrooms. In 2015-2016, our school, along with SRHS, was part of a safety review from the IDOE. The school was found to be in compliance with all requirements.

Our students are very well-disciplined. At the beginning of each school year, the principal calls the students into the auditoria to go over the student handbook in depth. We do this to ensure that the students know exactly what is expected of them. This procedure has proven to be time well spent. Parents sign off on all school rules when registering online. This year, we have added in behavior rotations twice a year. Once at the beginning of the year to set expectations and once midway through the year.

Our discipline referrals have continued to be consistently low. Part of that reason has been the pro-active stance from our principal and supervision on the part of all staff. Our staff takes a very pro-active approach in dealing with discipline issues, so small issues don't develop into big problems. In addition, our counselor is readily available to students with problems. In 2016-2017, SRJHS received a grant to implement a new PBIS program. Staff implemented PBIS school-wide utilizing a positive ticket system. Each 9 weeks, there is a staff and student celebration in front of the school to celebrate success. A large prize drawing is held and Raider tickets are drawn that students have earned throughout the entire year. In 2015, we implemented an alternative to suspension program, RCATS. This has dramatically decreased overall suspension data.

### Professional Development:

Professional development must be planned in advance, must be ongoing and systemic, and must focus on implementing the mission. Professional development must be evaluated to understand its impact on classroom practices and, ultimately, student achievement.

Continued DOE workshops will be presented on the data growth model and learning connection enhancing professional development of  
SY 2020-2021

student data.

South Ripley Junior High School offers opportunity for the teachers to have small group professional development. Two years ago, South Ripley Community Schools hired an E-Learning coach who would help with targeted professional development among staff and students. Last year, SRCSC implemented six professional development days for staff. The six days allow students to arrive to school on a two-hour delay schedule. This will give staff two hours of professional development during those six days. This year, South Ripley is piloting eLearning days and will make a decision to use them as inclement weather days after the two pilot days.

The teachers and staff of the South Ripley Junior High School have attended and/or will attend the various workshops/in-services that are listed below:

CPR and AED training

State Testing and Integrity Training

Airborne Blood Pathogen training (to be completed yearly)

Diabetic/Seizure/Epipen training

Test Administration Procedures Training (Yearly)

Crisis Team management

Response to Instruction

Learning Connection

Indiana Growth Model

Data Meetings

High ability conferences

PD days are built into the monthly calendar one time per month for small group PD during preps

Google Classroom

PIVOT

Study Island

Topics such as technology training and PL 221 meetings will be implemented as time allows. With each new school year, professional development activities will be planned to meet the needs of the school improvement plan. Teachers are encouraged to attend professional development conferences in their disciplines.

Clearsight/Cambium Training

Schools To Watch Training/Application Process

C.L.A.S.S. Training with Jim McMillan

Ruby Payne Training

ILEARN Webinars

AdvancEd Conference

IMLEA Conference

Suicide Training (new 2018)

Child Abuse Training (new 2018)

eLearning Day PD Training

School Safety Certifications

ILEARN Testing Training

Google Educator Certification

SAMR Model

Individual PD Challenges with eLearning Coach

### Parent Participation in the School:

South Ripley Junior High School encourages parental involvement in many aspects of school life as evidenced by excellent attendance at Meet Your Teacher night and parent/teacher conferences. Parent/teacher conferences are scheduled not only throughout the year, but also on an as-needed basis. Parent-teacher conference night written reminders are provided as well as personal phone calls to encourage participation of at risk students. Parents participated in our Schools to Watch designation as a part of the parent committees interviewed by the Schools to Watch team. Student-led conferences have been implemented. Parents will continue to participate throughout the year. In 2008 we went through re-designation for Schools to Watch and for AdvancED.

Parent volunteers serve as chaperones on field trips and at other school events. Parents and students serve on the Corporation High Ability committee to provide feedback and constructive criticism of ways to improve the programming at our school.

Communication is important to both the school and the home. The school newsletter is emailed monthly to give parents information about current classroom activities and upcoming events. Skyward communication and parent access. Teachers create weekly agendas that are kept-up-to date on the current website. Teachers encourage communication through the means of e-mail and phone calls to ensure the best quality education for all students. Teachers also make 2 positive phone calls bi-weekly, so that parents are aware of the positive impact his/her student is having at school. Positive office referrals were implemented in 2014-2015 and will continue. Teachers can refer students to the principal for positive office referrals. Then, students receive recognition from the principal and the principal makes a positive phone call home to parents. Furthermore, daily announcements are uploaded to the website. Teachers are utilizing Google Classroom, and all students have accounts for access to homework and to keep communication open with parents.

### Assessment of Student Achievement:

ILEARN testing is done with all students in grades 7 & 8. The ILEARN testing program is fully utilized in grades 7 & 8 for ELA and math. The alternate assessment is I AM. The state of Indiana allowed schools to choose their formative assessment choice. Therefore, SRJHS implemented AIRWays last year. We have used Acuity (Predictive) testing and NWEA in prior years to check student weaknesses in each of these tested areas, to prepare for testing. This year teachers utilize data from ClearSight that is aligned with the new College and Career Readiness Standards as well as comparison with national norms. Test results are shared with faculty and staff each year as well as having monthly data meetings to discuss progress. We look for our weaknesses and strengths, and we evaluate our scores. With this process, we try to improve on these weaknesses throughout the year. Our corporation also grants professional development opportunities to teachers and administrators to assist with academic improvement.

### Cultural Competency:

Identification of all racial, ethnic, language-minority, cultural, exceptional learning, and socio-economic groups.

Strategies for increasing educational opportunities and educational performances for these groups.

Areas will be identified in need of professional development to increase cultural competency.

[https://docs.google.com/document/d/161feZ5NL5hcDYTxoei\\_sW0hdY6TFfPpd1vz53nlu\\_84/edit?usp=sharing](https://docs.google.com/document/d/161feZ5NL5hcDYTxoei_sW0hdY6TFfPpd1vz53nlu_84/edit?usp=sharing)



# **Improvement Plan Stakeholder Involvement**



**Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

During the 2012-2013, school year SRJHS became Gold Star Counseling certified. In 2017, SRJHS was re-certified for the Gold Star award. During this process, stakeholder input was received from students, parents, local business leaders, local government leaders, teachers, board members, and administrators. Two of the members were on the PL 221 committee and took feedback from the stakeholders to the all of PL 221 meetings. Meeting dates and times were emailed to the group with an agenda and specifics that would be covered during the Gold Star certification process. Gold Star Counseling Committee meets periodically throughout the year to discuss goals, etc.. with committee members. With feedback, the PL 221 plan is updated and meetings were set for to relay the information to stakeholders. The PL221 committee input is still a significant part of our improvement. Monthly meetings are held to discuss areas of weakness and strength. The principal has a principal leadership committee where student leaders voice student concerns, suggestions, etc...

The school has implemented a PBIS committee which involved stakeholders from the community and the school. Monthly meetings were held toward the development and implementation of our PBIS program at SRJHS. SRJHS wrote and received two grants in the amounts of \$10,000 and \$13,900 for implementation of our PBIS program. The school partnered with Community Mental Health and InteCare for the implementation and grant requirements.

In 2015-2016, SRJHS became a School to Watch. Also in 2019, we were re-designated with this honor. During both processes, SRJHS formed committees of random students, parents, staff, and administration that met with the committee in order to give feedback and discuss the quality of school culture/atmosphere at SRJHS. It was important to discuss that data and follow up on any areas of improvements after looking at the data.

In 2016, SRJHS was named a National Blue Ribbon School by the U.S. Department of Education. This is a tremendous honor for our school and community. It truly showcases all of the tremendous efforts being put forth by our staff and students along with our community.

In 2017, SRJHS was named a pilot for the Indiana Career Explorer Program. This will include partnership with the IDOE and Indiana Workforce Development.

South Ripley Junior High School was named a Common Sense Media School for 2017-2018 and 2018-2019. Parents use a part of the process, with materials sent home to be used to promote good digital citizenship. Last year, we completed the process to be re- certified as a Common Sense Media School.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

The representatives from our initial Gold Star committee were teachers who brought stakeholder feedback into the meetings. The stakeholder groups felt we needed to work on transition between buildings and communication changes/procedures at the junior high. One

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high priority was the notification system. South Ripley had implemented a new student management system two years ago. The SMS incorporates a school messenger in Skylert that was used in the past. Monthly newsletters are sent out via the principal, which informs parents on happenings at SRJHS.

The Steering committee for Gold Star Counseling contains a local government town board member, a local business leader from Ohio Rod Products, a school board member, two parents attended, (high ability child), (general education child), (Free and Reduced child), three students, one high ability, one general education, one free and reduced, three teachers, (one high school, one science, one special education).

We plan to use parent and community business/government leaders on our PL 221 committees as we move forward. This is a work in progress.

This year we have implemented a new strategy with our guidance department. Our junior high guidance counselor has accepted responsibility all 9<sup>th</sup> grade students in addition to her 7<sup>th</sup> and 8<sup>th</sup> grade students. We felt we could provide better continuity between the two buildings if we structured our scheduling and guidance protocols through the same position. So far this change has worked well. Our guidance counselor has also initiated a new mentoring program for these incoming 9<sup>th</sup> graders and the students have responded well.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

With the updates created through Gold Star suggestions and with our PL 221 goals set, we share our information through various sources. The communication methods commonly used are School Messenger, newsletter, local newspaper, flypod cast, Google Classroom, our website, positive phone calls, and letters home via report card notes. This year we have also embraced social media and have provided updates to for our school through the parent page on Facebook. This has provided valuable feedback from community stakeholders. This information varies in frequency but no less than once a month with ongoing updates and yearly on PL 221 process updates/goals.

# **Self Assessment**

## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

## Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Corporation Wide Mission and Vision statements (revamped this year)</li> <li>Mission Statement posted in every classroom (revamped this year), principal email, on web site, on banner in office, newsletter to stakeholders</li> <li>Monthly Data Meetings</li> <li>ILEARN/AIRWays Meeting Discussions</li> <li>Nixle/Skylert Messages</li> </ul>	Level 3

## Indiana School Improvement Plan

South Ripley Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"><li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li><li>•Survey results</li><li>•The school's statement of purpose</li><li>•1:1 initiative</li><li>Use of Google Classroom</li><li>Banners marking "A" rating and 4 Star achievement</li><li>Professional development - on line class through Five Star Academy on Blended Learning</li><li>Monthly professional development and student data meetings</li><li>High Ability/Enrichment Services</li><li>Special Education Services</li><li>Nixle/ Skylert Messaging</li><li>After-School Tutoring</li><li>Resource Room for RTI</li><li>Character Education/PBIS Prog.</li><li>Lunch recovery offered for late/missing work</li><li>ILEARN/AIRWays Testing</li><li>Report a Bully/Drug Tip line</li></ul>	Level 3

## Indiana School Improvement Plan

South Ripley Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•Survey results</li><li>•The school data profile</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•The school continuous improvement plan</li><li>•Nixle and Skylert</li><li>MMS live parent portal</li><li>Google Classroom</li><li>Positive Parent Phone Calls</li><li>PBIS</li><li>Drug tip hot-line</li><li>Report a Bully on school website</li><li>7th Grade orientation</li><li>Monthly staff meetings, professional development, team meetings and data meetings</li><li>RISE evaluation documentation</li><li>Required online posting of each subjects curriculum map/syllabus</li><li>ILEARN pep sessions</li><li>Motivational Speakers</li><li>Extrinsic Rewards for Acuity</li><li>Biweekly newsletter from superintendent</li><li>Gold Star Counseling Award</li><li>Common Sense Media</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

### Areas of Strengths

South Ripley Junior High School has identified several strengths in the area of Purpose and Direction. The school mission statement is visible on the banners in the office, in each classroom and on the principal's emails. The teaming concept allows the teachers in each grade level to plan cross curricular units, assess data, collaborate, and receive professional development opportunities. As a building, we have embraced the 1:1 initiative. Because of this, the teaching staff and administration are dedicated to providing students with the education needed to find success in the 21st century. All teachers are actively engaged in a 1:1 online blended learning course through Five-Star Technology, along with attending 6 late arrival professional development workshops on how to utilize the devices. As part of the corporation 1:1 program, students and teachers are engaged in how to use Chromebooks and iPads in the classroom. Raising the expectations of the students and the staff has been the focus over the past three years. Parents are kept up to date with the workings of the school through a monthly newsletter, and parents are contacted not only in the event of negative issues, but also each teacher makes three positive phone calls per week. The addition of the One Call Now system is a great communication tool for parents. The staff is working to narrow the learning gaps of students with special education inclusion classes, the resource room in the afternoons, an extensive tutoring program after



school, and lunch recovery to insure that all students are completing the practice necessary to learn the material taught in each classroom. With all of these efforts, our students have excelled, and our school has been named a 4 Star school and "A" Rated school for the last 4 years. In 2016, SRJHS was designated a School to Watch and a 2016 National Blue Ribbon School. We were re-designated as a STW in 2019. SRJHS became Common Sense Media certified for 2017-2018 and 2018-2019. We are currently working on our re-designation as a Common Sense Media School for 2019.

#### Areas in Need of Improvement

To improve, South Ripley Junior High needs to address the following areas: include support staff in our teaming efforts, and make the entire staff/community aware of our goals.

#### Actions being implemented to sustain strengths:

South Ripley Junior High School is sustaining strengths by continually posting its mission statement in all classrooms, principal emails, and on the banner in the front office. The 7th grade and 8th grade team meets monthly to discuss the needs of the students, effective teaching strategies, and collaborate on cross curricular units. As a team, professional development is pursued in the field of technology and each teacher is in an online class for blended curriculum where they collaborate and share ideas for Chromebooks. Each teacher makes positive phone calls to parents weekly as well as when student concerns arise. We will continue using the One Call Now system to keep parents up to date with events of the junior high as well as attendance issues. In order to narrow the learning gaps of struggling students, we will continue after school tutoring, bus transportation following tutoring, homework recovery, and after noon resource room and extra math and English classes. Positive office referrals were implemented in 2014-2015 and have been a positive implementation. Teachers make positive phone calls and behavior phone calls to increase communication.

#### Plans to improve areas of need:

After looking at areas in need of improvement, South Ripley Junior High School will provide support staff with the professional development needed to analyze data in order to meet the individual needs of the students. Parents will be added to PL 221 committee when needed using the same process we used for the Gold Star Counseling program.

## Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> <li>•Updated board policies written by NEOLA approved 2013</li> <li>Anti-Bullying Policy updated: parent letter sent home, teacher meeting, student's updated</li> <li>Drug Tip Hotline</li> <li>Safety Plans/ Staff Professional Development on Safety updates</li> <li>School Resource Officer</li> <li>Field Trips Approved by principal and board</li> <li>Legal Counsel present at every board meeting</li> <li>Five Star Technology</li> <li>School Website</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•Proof of legal counsel</li> <li>•School Board Meeting Minutes</li> <li>School Board members attend annual conference</li> <li>School Board policies aligned with NEOLA</li> </ul>	Level 3

# Indiana School Improvement Plan

South Ripley Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> <li>•School Policies Teacher Handbooks School Calendar School Resource Officer (building student relationships/antibullying programs/safe school) Food Services (Prices, bids, make sure stat guidelines are followed Transportation Kelly Services</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> <li>•Data Meetings ILEARN, AIRWays Data Wall Learning Connection INORS/Questar Reporting Team Meetings Class Schedules Resource Officer Positive Phone Calls to parents PBIS Program Phone Calls to Parent on student concerns Emails Parent/Teacher Conferences Extra-Curricular Activities 1:1 initiative Pilot Teacher Workshops/Professional Development Student Led Conferences</li> </ul>	Level 3

## Indiana School Improvement Plan

South Ripley Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Survey responses</li> <li>•Teachers: Data Meetings, Data Wall, Learning Connection, INORS, Team Meetings, School Resource Officer, Workshops/Professional Development</li> <li>Parents: Positive phone calls, student concern phone calls, emails, monthly newsletter, Super Fly Chat, Nixle, One Call Now, , Letters to Parents, Midterm, 7th and 8th grade Orientation Student of the Month Parent Portal Midterm Reports Parent/Teacher Conferences Student Led Conferences School Website School Information Sign Twitter</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Job specific criteria</li> <li>•Representative supervision and evaluation reports</li> <li>•RISE model of teacher evaluation Support staff evaluation PIVOT Data Wall/Data Meetings Professional Development: CPR, Technology, Google Classroom, RTI, School safety Principal "open door" policy of communication 1:1 initiative Behavior documentation</li> </ul>	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

### Areas of Strengths

SY 2020-2021

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## Indiana School Improvement Plan

### South Ripley Junior High School

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South Ripley Junior High School has identified several strengths in the area of Governance and Leadership. From the superintendent and the school board to the building principal and the teaching staff, our focus each and every day is to find strategies that enable our students to find success. The governing body aligns corporation policies with NEOLA. Board members attend training opportunities offered by the ISBA. Two board members have attained Master Board Member status. At the junior high school, the school board has supported our efforts with a reading teacher, so that each grade level has two hours of English language arts instruction each day. Both grade levels has an English class and a reading class. The administration supports the junior high having one special education teacher to oversee all of the special education students. This teacher knows each and every child and can assure that they are receiving the best possible education. The school board policies support technology by allowing teachers to pilot the 1:1 initiative and investigate the best device to lead South Ripley students into the 21 century. One positive attribute at the junior high is our data wall, and the fact that the entire staff can use the data to drive instruction. The administration supports our efforts and continually provides the resources necessary to allow teachers to progress monitor student growth through Acuity and Star Reading. The administration encourages collaboration and shared responsibility for school improvement. The entire staff is assigned to school improvement subcommittees so that everyone has the opportunity for input. Through professional development and the 1:1 initiative, teachers are provided with professional development to begin moving towards blended curriculum using technology to engage students.

#### Areas in need of improvement:

In order to improve, South Ripley Junior High School needs to address the following areas: expectations for staff evaluation and to involve stakeholders in meaningful roles in decision making of the school's purpose and direction that will promote participation, responsibility, and ownership.

#### Actions being implemented to sustain strengths:

To maintain our areas of strength, South Ripley Junior High School will continue to implement the programs and policies set forth by the governing body. We will continue utilizing the additional English teaching staff to increase the Reading comprehension of the students. Teachers will continue in house training on Star Reading and on AIRWays. Teachers will continue using the professional development provided for the 1:1 initiative in order to move our curriculum from traditional teaching methods to a more blended curriculum using technology.

#### Plans to improve areas of need:

South Ripley Junior High is working to improve communication of expectations in regards to teacher evaluation. The junior high principal will increase open discussion with stakeholders at parent/teacher conferences, open house, and parent meetings for athletic sports.

### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Course schedules</li> <li>•Course descriptions</li> <li>•High Ability Math : select 7th and 8th graders take Algebra 1 and the Algebra 1 ECA, select 8th graders take HS Geometry High School Credit: Algebra 1, Geometry, Ag, Band, PE, Health, College/Career Readiness, Art Special Education/Functional Skills Class Special Olympics Champions In The Middle State of the Art Science Labs After School Tutoring all core classes both levels Guidance Activities geared towards after high school life 8th Grade Career Opportunities</li> </ul>	Level 3

## Indiana School Improvement Plan

South Ripley Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"><li>•Curriculum guides</li><li>•Common assessments</li><li>•Surveys results</li><li>•Products – scope and sequence, curriculum maps</li><li>•Lesson plans aligned to the curriculum</li><li>•Corporation K-12 Reading Plan</li><li>Data Wall</li><li>ISTEP Scores and Growth</li><li>AIRWays Testing (Fall, Winter, Spring)</li><li>Accelerated Reader Program</li><li>Language Arts Curriculum divided into reading course and English course</li><li>Individual Benchmarks/ECA's</li><li>High Ability Testing</li><li>Study Island</li><li>IXL</li></ul>	Level 3

# Indiana School Improvement Plan

South Ripley Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> <li>•Compare/Contrast</li> <li>Summarizing</li> <li>Reinforcement of effort</li> <li>Providing recognition/feedback</li> <li>Emphasis on completion of homework</li> <li>Repeated/reinforced practice</li> <li>Visual aids</li> <li>Collaborative learning</li> <li>Setting objective and goals with students</li> <li>Generating and testing hypothesis</li> <li>Leading and thought provoking</li> <li>questions/discussion times</li> <li>Use of technology</li> <li>Project Based Learning</li> <li>Google Classroom</li> </ul>	Level 3



## Indiana School Improvement Plan

South Ripley Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"><li>•Curriculum maps</li><li>•Supervision and evaluation procedures</li><li>•Surveys results</li><li>•Administrative classroom observation protocols and logs</li><li>•Grade level team leaders: Chain of command in both grade levels</li><li>School Resource Officer</li><li>Anti-Bullying programs</li><li>Building positive relationships</li><li>Special Education Staff: coordinator, teachers, and paraprofessionals</li><li>Individual tasks: team leaders/principal delegates tasks to teachers (Academic Team, NJHS, Grade Sponsors)</li><li>Teacher Evaluations: Formal or Informal classroom visits, conferences, and meetings to discuss teacher practices</li><li>PL221/AdvancEd</li><li>Technology Committee</li><li>Principal Advisory Committee</li></ul>	Level 4

# Indiana School Improvement Plan

South Ripley Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Survey results</li> <li>•Teacher Evaluations</li> <li>Resource Room availability</li> <li>Special Education staff</li> <li>Collaborative teaching teams</li> <li>After-school Remediation Sessions</li> <li>Collaborative core subject knowledge</li> <li>Standardized Tests : data is distributed via team meetings and discussed, data wall is organized after each AIRWays is taken, ECAs in classroom setting are written with different depth of knowledge questions</li> <li>Collaborative Activity Period</li> <li>Grade Level/Data Meeting</li> <li>PI221/AdvancEd committees</li> <li>Google Classroom</li> <li>Learning Connection</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Subject/Curriculum Breakdown: English/reading - two separate core subjects, subjects-broken down by Indiana Academic Standard/Core Standards</li> <li>Scheduling: 5 core subject areas in morning, electives</li> <li>Testing Procedures: AIRWays, ILEARN</li> <li>Resource Room Curriculum Mapping - revamped this in 2017-2018</li> <li>Data Driven Instruction</li> <li>Progress Monitoring with AIRWays</li> </ul>	Level 3

# Indiana School Improvement Plan

South Ripley Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Open House/Orientation Student Led Conferences School Resource Officer After-school Remediation Programs National Junior Honor Society Academic Team Character Education Program: incentive program uses data-tardies, attendance, grades, teacher recommendation, discipline Activity Period PBIS Program SADD Student Council Teacher Mentoring Program</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Open House/Orientation Parent/Teacher Conferences Midterm Reports/Report Cards Principal's Newsletter: includes teacher corner Skylert Nixle Positive Phone Calls Homework Recovery Calls Technology Avenues: Website, Parent Portal, My Big Campus, email, letters for attendance School Resource Officer After-school Remediation Program Super Fly Pod Cast PBIS Program Late Arrival Days</li> </ul>	Level 3

# Indiana School Improvement Plan

South Ripley Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Survey results</li> <li>•Nurturing and team-building atmosphere: team/grade level concept, individual conferences held with student if needed, same prep time, classroom student number in all rooms is under 26</li> <li>Raider Advisory Testing</li> <li>Special Education: teacher of record assigned to individual special education student</li> <li>Open House/Orientation</li> <li>Parent/Teacher Conferences</li> <li>Principal's Newsletter- Student of the Month</li> <li>Positive Phone Calls</li> <li>Homework Recovery Calls</li> <li>School Resource Officer</li> <li>After-school Remediation Program</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Evaluation process for grading and reporting practices</li> <li>•Survey results</li> <li>•Sample report cards for each grade level and for all courses</li> <li>•Policies, processes, and procedures on grading and reporting</li> <li>•Grading system: uniform system of grading percentages (listed in handbook)</li> <li>Skyward: uniform technology grading software</li> <li>Parent Portal: allows parents access to student grades</li> <li>English Writing Rubrics: 6 Writing Traits</li> <li>Accelerated Reading Program: uniform grading system, reading comprehension - book goals</li> <li>School Wide Grading Scale</li> <li>Indiana State Standards</li> <li>AIRWays Assessments</li> </ul>	Level 3

## Indiana School Improvement Plan

South Ripley Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Building Level School Improvement Committees Data Meetings Team Meetings Technology: 1:1 Pilot/Initiative, School visits, PD days dedicated to training on software, Skyward, Five-Star Technology Course Accelerated Reading Training: development of AR program Various Professional Learning/Conferences: special education training, CPR training, academic team, AdvancEd training, School Safety training, Testing Procedures training</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<ul style="list-style-type: none"><li>•Survey results</li><li>•List of learning support services and student population served by such services</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•Data used to identify unique learning needs of students</li><li>•ROD center :specific to special education services Resource Room: Special Subject Area Rotations: science study skills, math topics, English study skills Homework Service: Rose-Hulman Homework Hotline After-school Remediation Programs RCATS Homework Recovery Activity Period Speech Program Special Educational Aides AIRWays</li></ul>	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

South Ripley Junior High has identified several areas of strength in the area of Teaching and Assessing Learning. The school leaders monitor and support the improvement of instructional practices of teachers that ensure student success. Through AIRWays assessments, teachers and administrators are able to track student growth throughout the school year. Teachers and administration conduct monthly data meetings, team meetings and professional development sessions to discuss how to drive instruction based on the level of proficiency on the standards tested at each assessment.

South Ripley Junior High offers a high ability program to students who qualify. Students are able to take high school Algebra at the 7th and 8th grade level, high school geometry, and Project Lead The Way (7th Grade).

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress through positive phone calls, parent teacher conferences and the parent portal. The principal sends out a monthly newsletter that has a teacher corner, guidance department information, and updated information about the junior high school.

The school provides and coordinates learning support services to meet the individual needs of students who need additional resources. After school tutoring is offered for every subject throughout the year and transportation is offered to students who need it after tutoring. The junior high has one special education teacher that serves as the teacher of record for each special education student. This enables her to watch each child in an inclusion environment and touch base with each student in the resource room in the afternoon. She meets with each family at annual case conferences and ensures that each child is receiving the best individual educational plan.

#### Areas of Improvement

In order to improve, South Ripley Junior High needs to address the following areas: teacher involvement in professional learning communities, encouraging teacher growth with technology implementation by attending professional development opportunities, graduation rate of at least 90%, and incorporating more authentic and non-traditional assessments.

#### Actions being implemented to sustain strengths:

In order to sustain our strengths, South Ripley teachers and administration conducts monthly meetings centered around the data wall. Students are tracked by their continued growth after each AIRWays assessment. Team meetings, data meetings and professional development is centered around the data wall. Teachers are given support in using the data to drive their instruction and provide insight into needed remediation.

In the spring of each year, the sixth grade students take the Orleans Hanna Exam. Students are identified for the high ability math program. SRJHS is committed to having 45-50% of each grade level take Algebra 1 by the 8th grade year. The students receive high school credit. Students that take Algebra as 7th graders then go to the high school for Geometry as 8th graders. In the afternoon, Project Lead the Way Engineering and Bio Medical is offered to students who qualify. This gives students the opportunity of 8 high school credits if they are able to take advantage of all the offerings.

The special education program provides a wide variety of instructional support to qualified students. Each student has an aide or a special education teacher in their classroom for English and math. A resource room will continued to be offered in the afternoon for additional support.

#### Plans to improve areas of need:

In order to improve areas of need, South Ripley Junior High School will support teacher growth and development. To increase teacher participation in professional learning communities, teachers will be updated on new and improved changes to learning communities such as the Learning Connection. Upon return from professional conferences, teachers will be encouraged to report their findings to the staff at team meetings the month after their return. SRJHS will support technology implementation in the classroom by offering professional development training and support teachers with needed resources to create authentic, non-traditional assessments to measure student knowledge. In order to help increase the corporation graduation rate, the principal, counselor and teachers will work to make personal connections with at risk students to help them see the importance of education. As a team, we will work to incorporate career based activities and trips to show students the possibilities offered with a high school diploma.



## Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.14

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Documentation of highly qualified staff</li> <li>•Master Schedule</li> <li>Student to Teacher ratio</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•School schedule</li> <li>•School calendar</li> <li>•Budget</li> <li>Clubs/Grade Levels raise funds for trips and programs</li> <li>Box Tops for Education</li> <li>Grants (School Safety, 1:1 initiative, Tyson Fund, PBIS)</li> </ul>	Level 3



## Indiana School Improvement Plan

South Ripley Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Documentation of compliance with local and state inspections requirements</li><li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li><li>•Maintenance schedules</li><li>•Safety committee responsibilities, meeting schedules, and minutes</li><li>•School Resource Officer Survey</li><li>Report a Bully on school website</li><li>Drug Tip Hotline</li><li>Attendance Rate</li><li>Summer Work</li><li>Crew/custodians</li><li>Maintenance Staff</li><li>scheduled 24 hours a day</li><li>Bus Cameras</li><li>Security System around the building</li><li>Security Cameras in buildings</li><li>Raptor Visitor Check-In System</li><li>Volunteer Background Checks</li><li>Guest Speakers/Character Education</li><li>Administration and select staff trained by the Indiana School Safety Academy</li></ul>	Level 4

## Indiana School Improvement Plan

South Ripley Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Data on media and information resources available to students and staff</li><li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li><li>•Grade Level library schedule</li><li>Chromebooks (All students grades 7-8)</li><li>High school student serves as a technology assistant</li><li>Contract with Five-Star Technology</li><li>Student access to chromebooks/computer labs</li><li>eLearning Coach</li><li>Library Media Specialist</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"><li>•Technology plan and budget to improve technology services and infrastructure</li><li>•Assessments to inform development of technology plan</li><li>•Survey results</li><li>•Policies relative to technology use</li><li>•Five-Star Contract</li><li>Google Chrome Books</li><li>Overhead Projectors in each room</li><li>Mobi</li><li>Increased Band Width</li><li>Wireless Campus</li><li>Elmo</li><li>Personal Laptops</li></ul>	Level 3

# Indiana School Improvement Plan

South Ripley Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•List of support services available to students</li> <li>•Nurse</li> <li>Guidance Counselor</li> <li>Gold Star Activities</li> <li>Team Meetings</li> <li>PE</li> <li>Health</li> <li>Character education</li> <li>Spirit days/field trips</li> <li>Master Schedule</li> <li>Positive Phone Log</li> <li>School Resource Officer</li> <li>Guest Speaker/ School Assembly</li> <li>Report a Bully/ Drug Tip Hotline</li> <li>Extra Curricular Activities</li> <li>Digital Citizenship Instruction</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Survey results</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> <li>•Gold Star portfolio</li> <li>Referral List</li> <li>ROD Binder</li> <li>Probation Letter</li> <li>PL 221</li> <li>Guidance Folders</li> <li>Monthly staff meetings</li> <li>Data Wall</li> <li>AIRWays</li> <li>Attendance Letters</li> <li>School Resource Officer</li> <li>Flu Shot Clinic</li> <li>Field Trip to Colleges</li> <li>Field Trip to Career Center</li> <li>Vision/ Speech/ Hearing Screenings</li> <li>Five Star Technology</li> <li>PBIS</li> <li>Positive Office Referrals</li> <li>8th Grade Career Day</li> <li>ICE Program</li> </ul>	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

### **Cite sources of evidence External Review team members may be interested in reviewing.**

#### Areas of Strength

South Ripley Junior High School has identified several areas of strength in the area of Resources and Support. The instructional time of each class period is a priority, and most teachers teach bell to bell. Many resources are made available to the staff in the form of technology and professional development. The building is safe, clean, and healthy. A very dedicated custodial staff and cafeteria staff make sure the students are walking into a clean building and receiving healthy meals each day. The junior high is well staffed to meet its instructional needs. The junior high has a wide variety of services for the student's educational needs. Technology is available and maintained by Five-Star Technology. SRJHS led the 1:1 initiative in grades 7 and 8 with the use of chromebooks.

#### Areas in need of improvement:

In order to improve, South Ripley Junior High has identified the following areas: prepare students to be college and career ready, adaptation to technology implementation, increase the lower level/high interest books in the media center and school safety professional development for the staff. Our staff has recognized a need to involve more STEM related activities into the curriculum. We now have a STEM class for both the 7<sup>th</sup> and 8<sup>th</sup> grades and intend to build extra-curricular activities around them.

#### Actions to sustain strengths:

In order to sustain the strengths of South Ripley Junior High, several strategies are in place. Teachers are prepared with lesson plans so that full instructional time is utilized. Bell ringers begin most classes and students are engaged throughout the period. Our schools are well kept by the maintenance staff and the students are provided with healthy meals for both breakfast and lunch.

The South Ripley Community School Corporation is committed to the 1:1 initiative. Teachers will be provided with support through the administration and through professional development opportunities to continue the implementation to a blended curriculum.

#### Plans to improve areas of need:

South Ripley Junior High school will provide students with college and career readiness activities throughout the year to encourage students to complete high school with a plan for their future. Students will attend a reality check and have the opportunity of a field trip to explore college. As we continue with the 1:1 initiative, continuous professional development opportunities will be offered to the staff. Chromebooks are in place for all students. The media specialist is taking library funds to provide our students with more availability in lower level/high interest books, as well as play away books in our library. A large focus of the junior high over the last three years has been to improve student's reading comprehension. Increasing the availability of books to the junior high interest level would benefit our students.

The school safety officer will provide staff with professional development on our school safety plan. The SRO works with the school to write grants to acquire funding to provide a school resource officer as well as other ways to improve our school safety at the junior high school. This year our SRO was awarded a grant has contributed to the improvement of our keyless entry system for exterior doors. We are in the process of implementing a robotics team to compete in competitions throughout the state of Indiana. We feel this will increase interest in our STEM initiative and also drive students to STEM related careers after their time at South Ripley is complete.

## Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Orleans Hanna Exam and Cogat Exam : Assists with placing kids into Pre-Algebra (7) and Algebra (8), Helps identify high ability 7th graders who take Algebra as a 7th grader</li> <li>AIRWays</li> <li>ILEARN/I AM</li> <li>Final Exams</li> <li>Individual Classroom Assessments</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> <li>•AIRWays</li> <li>ILEARN/ I AM</li> <li>Star Reading</li> <li>Data Wall</li> <li>Monthly Data Meetings</li> <li>CMA Aligned Blueprints used for Scope and Sequence</li> <li>PIVOT ( Five-Star)</li> </ul>	Level 4

## Indiana School Improvement Plan

South Ripley Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> <li>•Professional development               <ul style="list-style-type: none"> <li>Monthly Staff Meetings</li> <li>AIRWays Training</li> <li>ROD special education training</li> <li>PIVOT (Five-Star)</li> <li>6 Built - In PD Days (school calendar)</li> <li>Monthly Data PLC's</li> </ul> </li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Student surveys</li> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Description of process for analyzing data to determine verifiable improvement in student learning</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> <li>•AIRWays               <ul style="list-style-type: none"> <li>Team Meetings</li> <li>ILEARN/I AM</li> </ul> </li> </ul>	Level 3

## Indiana School Improvement Plan

South Ripley Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"><li>•Minutes of board meetings regarding achievement of student learning goals</li><li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li><li>•Survey results</li><li>•Teacher phone calls</li><li>Newsletter</li><li>Website</li><li>Team Meetings</li><li>Data Meetings</li><li>Parent/Teacher Conferences</li><li>IEP Meetings</li><li>Mrs. Rutzel reports to the school board</li><li>Press Releases</li><li>Teacher Collaboration</li><li>School Banners</li><li>Meet Your Teacher/ Orientation</li><li>Report Cards</li><li>Super Chat Fly Pod</li><li>Radio Talk Shows</li><li>Raiders Riot</li><li>Local Newspapers</li><li>Digital School Sign</li></ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

### Areas of Strength

South Ripley Junior High School has identified several areas of strength in the area of Using Results for Continuous Improvement. An important component to our success is the data wall. The data wall allows teachers to monitor the progress of the students throughout the year. The teachers and staff are alerted to students who are not performing well on the ClearSight Assessment. Monthly data meeting prove to help all teachers understand the data reports generated by the ILEARN and the interim ClearSight Assessments. The guidance counselor, math, and English teachers dis-aggregate the data and monitor standards below proficiency levels after each ClearSight interim assessment. Monthly team meetings allow teachers the opportunity to discuss strengths and weaknesses for each student, as well as strategies that are successful from classroom to classroom. Teachers and staff contact parents and stakeholders weekly and in a variety of ways: positive phone calls, website, newsletter, and press releases, and the junior high principal reports to the school board.

### Areas in need of improvement:

In order to improve, South Ripley Junior High School has identified the following areas: cross curricular opportunities, student driven data tracking, and additional professional development of data analysis.

### Actions being implemented to sustain strengths:

In order to sustain the areas of strength, South Ripley Junior High Staff will continue the use of the data wall. We will update the data wall after every round of ClearSight assessments and discuss the results at our grade level data meetings and team meetings. Teachers will

standardize proficiency reports and adjust remediation efforts accordingly. Teachers and administration will continue our weekly outreach to parents with positive phone calls and monthly communication with the school newsletter.

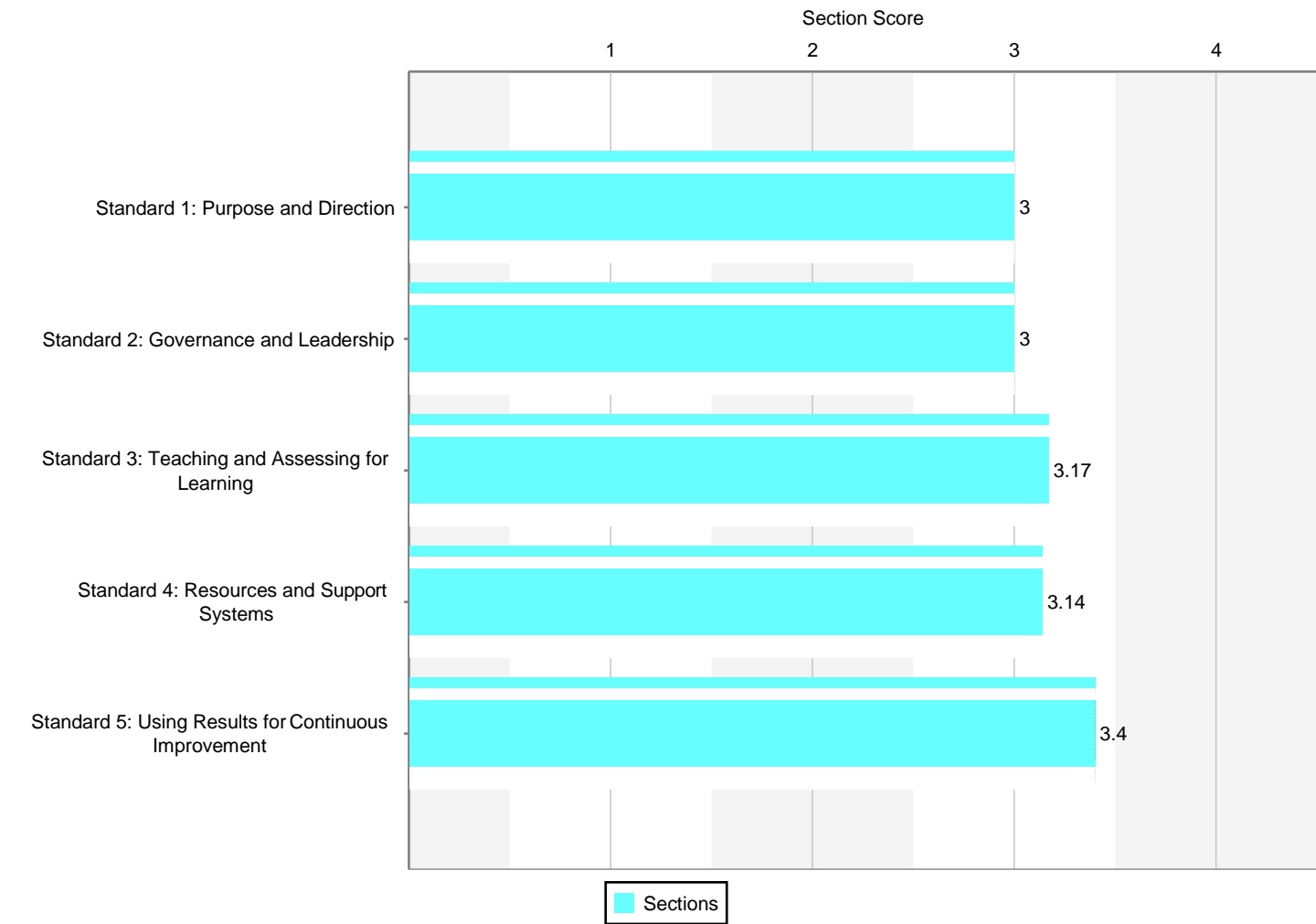
Plans to improve areas of need:

In order to improve, South Ripley Junior High will provide in house training for new teachers on how to utilize the data provided. We have begun this process with a professional development session through ClearSight that works through the reporting side of the platform. In addition, we will provide professional development for support staff on how to use the data wall. In order to increase cross curricular teaching, teachers could share results of the 9-week assessments during team meetings. In order for students to take ownership of their data, the teachers will set interim assessment goals with each student and the students could track progress on their specific strengths and weaknesses. Additional professional development opportunities could be offered on using the PIVOT program offered by Five Star Technology.



Report Summary

Scores By Section



# **Student Performance Diagnostic**

## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Please see student data summary attached with narrative including subgroup information. As building administrator and corporation test coordinator, all reports not found on the DOE compass can be printed or screen shot for your viewing. Also all current ClearSight data can be found in data room. This year student yearly assessments will be with ClearSight. Digital data walls along with the visual data wall will be used.	

## Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

The percentage of student population enrolled and passing Algebra 1 at the Junior High level.

The growth displayed on ILEARN in both ELA and Math for the bottom 25%

The growth of top 75% in the area of ELA

The pass rate of students in combined ELA and Math and the number of passers per subject. (Ranked Four Star top 25% in state 2017-2018)

The pass rate of special education students on the ILEARN and I AM.

The growth of special education population indicated by DOE teacher growth rating (4) on RISE model.

### Describe the area(s) that show a positive trend in performance.

On a four to five year data trend positive performance can be seen across the board in ISTEP+, ISTAR, Growth, and Algebra 1 (ECA) - (in past testing)pass/achievement rates. We had the first trend in a downward trajectory but this was consistent across the state of Indiana. We still maintained a significantly higher pass rate on both Math and ELA assessments compared to the other Junior High Schools. We will be studying this data as we continue with ILEARN to look for consistency and ways to ramp up performance.

Student attendance has shown a positive trend in the past five years. We have implemented attendance strategies and follow-up that we feel has benefited.

Student discipline referrals have shown declining trends in the past three years. The implementation of the RCATS suspension program has helped with that decrease.

### Which area(s) indicate the overall highest performance?

ILEARN ELA in 7th grade had the highest performance on ILEARN with 8th grade right behind. As of now, growth scores are not out. This year, we will monitor ILEARN and student growth and pass rates.

Our bottom 25% of students tend to show large growth.

### Which subgroup(s) show a trend toward increasing performance?

SY 2020-2021

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Special education and free/reduced students are the only student population large enough to consider a subgroup. Our Free and Reduced

lunch population indicates a performance gap greater in Math than ELA. The special education population has shown positive trends in growth and pass rate performance in both ELA and Math. If you factor in alternative testing the special education population begins to close the performance gap. We achieve this through individual testing sessions where we give our students that IEP accommodated very quiet and structured assessment environments.

**Between which subgroups is the achievement gap closing?**

The Special Education performance gap is closing and even surpassing the general education population when I AM is factored in into the total numbers. Free and Reduced is on trend in both Special Education and General Education showing a slight gap.

**Which of the above reported findings are consistent with findings from other data sources?**

Clearsight/Cambium is in its first year for the formative assessment. Clearsight will be utilized at SRJHS for the first time as the formative assessment. This assessment will allow teachers to look back and assess seeing what student's areas of weakness and strength. We feel that this platform provides us with a similar look to the ILEARN and our staff have appreciated the reporting capacity of the platform. We are provided with immediate results that can be broken down into individual strands that are standard directed. We are then able to meet as grade level teams and outline modifications to our curriculum and develop new approaches to our differentiated instruction.



## Areas in Need of Improvement

### Which area(s) are below the expected levels of performance?

Special Education gaps still exist and a gap in free and reduced lunch exists in both ELA and math.

ILEARN Math scores for SRJHS were above state average, but still in the 40's for both grade levels. This is an area in which we will continue to work and develop more rigor to prepare our students for ILEARN. Our ability to provide high level inclusion for students will improve this and our staff is cognizant of providing these students with quality experiences while they are in their classrooms.

### Describe the area(s) that show a negative trend in performance.

Our overall pass rate is down from last year but is still significantly higher than the state average. I would attribute this result to the test being new and the complications of the COVID related issues.

### Which area(s) indicate the overall lowest performance?

Math performance is above state average at 48.1%.

ELA performance is above state average at 64.9%.

### Which subgroup(s) show a trend toward decreasing performance?

No significant decline in performance in any one category or sub category.

### Between which subgroups is the achievement gap becoming greater?

Free and Reduced has held steady but in special education the gap is closing.

### Which of the above reported findings are consistent with findings from other data sources?

ILEARN trends show performance gaps, Growth Model Data is not available at this time.. We will continue to use this data as we monitor ILEARN scores and trends.



# **Stakeholder Feedback Diagnostic**

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Students, parents, and staff were contacted through Skyward Family access. We also utilize other formats of communication to gather community input and those methods include: Parent page for the corporation on Facebook, Skylert, Google Form surveys, and parent-teacher conferences.	

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

## **Areas of Notable Achievement**

### **Which area(s) indicate the overall highest level of satisfaction or approval?**

According to the stakeholder surveys, South Ripley Junior High School is clearly focused on the success of our students. The mission is "South Ripley educates students today, to become responsible citizens of tomorrow." South Ripley Junior High has a continuous improvement process based on data, goals, action, and measures for growth. The school leaders monitor data related to schools continuous improvement goals and monitor the data related to student achievement. The parents and students know the high expectations that are expected for learning in all classes.

### **Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

A large percentage of our parents responded to the open response of the parent satisfaction survey and noted the teachers and administration communicate well, are consistently positive, and highly qualified in addition to caring for the students of South Ripley Junior High. As we involve more stakeholders in our school improvement process and continue to enhance our community information sharing I foresee the number of stakeholders who feel satisfied with the quality of teacher, administrators, and education at South Ripley increasing.

### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

SRJHS noted stakeholders would like additional information communicated home and a "where to go and what to know" transition page added to handbooks. This information came from our Gold Star Counseling meetings in the school year 2012-2013 and the process continued in 2016-2017 as we went through the process again. We have added many resources to the SR website as well as newsletters go home monthly to parents. There is a parent Facebook page which allows more communication. College career readiness and relevance was noted in Gold Star stakeholder meetings which is consistent with parent survey's wanting relevance communicated to students and to continue to maintain a high level of rigor. The Gold Star Counseling committee has been revisiting goals and focusing on feedback. SRJHS counseling program was named a Gold Star Counseling program again in 2017-2018.

## **Areas in Need of Improvement**

### **Which area(s) indicate the overall lowest level of satisfaction or approval?**

South Ripley Junior High School has identified three areas in need of improvement in order improve the level of stakeholder satisfaction.

1. Students will need to see a relationship between what is being taught and his/her everyday life.
2. All teachers will regularly keep parents informed on their child is being assessed.
3. All teachers will meet the learning needs of each student by individualizing instruction.

### **Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?**

SRJHS is in its tenth year as its own school. It wasn't until 2010 we received our own school code and prior to 2010 the JH was part of the HS. After a complete remodel of the area, restructuring of the administrative and teaching staff there was also a newly created PL 221 plan.

Highlighted areas of concern for parents are as follows:

1. Better communication home/updated information
2. Stakeholder involvement to the school improvement process
3. Add/expand clubs or co/extra-curricular offerings: We have addressed this by including a Rube Goldberg team and are expanding our STEM initiative by exploring a robotics team.

### **What are the implications for these stakeholder perceptions?**

Stakeholder perception becomes the reality among the community. If we do not communicate our basic information grades, lunch account balances, and daily announcements in an easy to understand manner for our parents then our community business partners and tax paying non-parent stakeholders are certainly receiving miss information and missing out on important achievements. Poor perceptions are more difficult to overcome than actual deficiencies. Actual deficiencies can be combated with improvements or increased performance data. Perception rumors can only be overcome through numerous and continuous positive communication. This can still lead to hard to overcome issues because stakeholders will hold doubt if you try to convey there was no previous concern. We have taken ownership our

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communication needs improvement and we believe we have many positive items, that if communicated correctly, can help build a positive reputation in our community. We have added several things over the years to highlight communication and continue to do what is best for our students.

### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

What is liked least about the school is the limited curricular/co&extra-curricular offerings. Parents have expressed a concern for not having offerings like football or wrestling for their children.

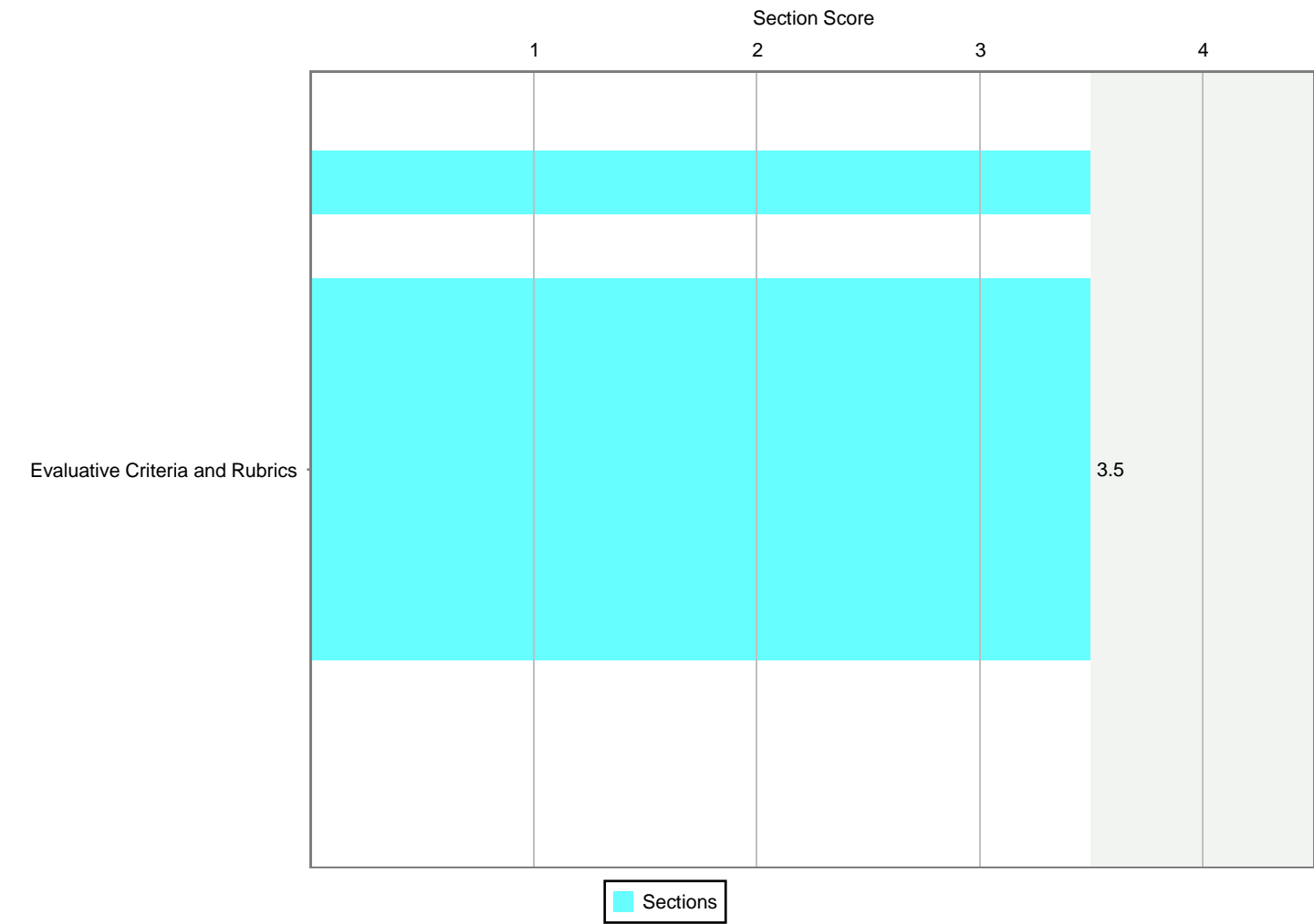
Suggestions made through Gold Star counseling were to add college career readiness options for students that included expanding curricular/co&extra-curricular options. We have since added this as a class to help prepare our students for life beyond HS. Our clubs have been added to over the years adding several suggested by our students.

Positive comments shared among all three surveys and Gold Star input include a caring teachers/administrators working towards the best education possible.

\*Survey has responses grades 6,7,8 but building only contains 7,8. There is no separation of comments so the largest emphasis was given to those responses with the highest number of returns. Open ended responses available in ASSIST and hard copies in office and with each teacher.

Report Summary

Scores By Section



## **19-20 SIP Plan Goals**

# Overview

**Plan Name**

19-20 SIP Plan Goals

**Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	SRJHS passing rates on ILEARN will be at or above state average in mathematics.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	SRJHS passing rates on ILEARN will be at or above state average in ELA.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Each staff member will utilize professional development to learn and implement behavior intervention strategies in the classroom.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: SRJHS passing rates on ILEARN will be at or above state average in mathematics.

### Measurable Objective 1:

100% of All Students will collaborate to achieve passing rates on ILEARN mathematics that are at or above state average in Mathematics by 06/01/2021 as measured by Indiana Department of Education.

### Strategy 1:

Intervention Support - Interventions will be implemented for all students by targeting each student's weaknesses.

Tutoring will be offered.

Research Cited: Students that have been provided intervention support have shown growth at SRJHS.

Evidence of success: This will be measured using ILEARN data.

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student support will be provided in core class areas based on student specific needs.	Academic Support Program	08/07/2020	05/22/2021	\$0	No Funding Required	SRJHS Staff

## Goal 2: SRJHS passing rates on ILEARN will be at or above state average in ELA.

### Measurable Objective 1:

collaborate to achieve passing rates on ILEARN ELA that are at or above state average by 06/01/2020 as measured by ILEARN 2021 data collection from the Indiana Department of Education..

### Strategy 1:

Intervention - Interventions will be implemented for all students by targeting each student's weaknesses.

Use ClearSight interims and benchmark assessments to target student weaknesses during advisory class.

Professional development will be offered to help staff know how to use technology programs and discuss data.

A math and ELA rotational class will be offered to target low achieving math and ELA students in the junior high.

Improvement in student attendance with a focus on home visits and incentives.

A digital data wall will be posted in order to better note which students need improvement and in what areas.

Evidence of success: Formative assessments will be given throughout the year using ClearSight/Cambium. As the year progresses, teachers will monitor student areas

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of weakness and work to individualize student learning to ensure student success. ILEARN scores will show passing rates and growth.

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Activity - Student Data Discussions/Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conference with students throughout the year on AIRWays assessment data to discuss with students individual growth and goals as the year progresses. Students will be monitored and moved to Math Topics and Study Skills classes as needed throughout the year. Data monitoring will take place monthly with teachers to discuss current data trends of students.	Other - Data Monitoring/Discussions	08/07/2020	05/22/2021	\$0	No Funding Required	All teachers, aides, and administration

### **Goal 3: Each staff member will utilize professional development to learn and implement behavior intervention strategies in the classroom.**

#### **Measurable Objective 1:**

Collaborate to maintain our 1:1 initiative by 05/22/2021 as measured by attending professional development throughout the year. .

#### **Strategy 1:**

Professional Development - Teachers will set aside time to collaborate or observe colleagues within our school or at another school at least twice per year.

Training time will be set aside for all staff members on different behavior intervention strategies offered either within our school or at other school corporations.

Staff will work with the ROD cooperative on behavior training.

Research Cited: Professional development/continued learning is research based.

Evidence of success: Attendance of PD activities for the 2020-2021 school year.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained throughout the year on behavior intervention strategies.	Professional Learning	08/07/2020	05/22/2021	\$0	Other	Principal, SRJHS Staff, ROD Cooperative



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will be trained throughout the year on behavior intervention strategies.	Professional Learning	08/07/2020	05/22/2021	\$0	Principal, SRJHS Staff, ROD Cooperative
<b>Total</b>					\$0	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	Student support will be provided in core class areas based on student specific needs.	Academic Support Program	08/07/2020	05/22/2021	\$0	SRJHS Staff
Student Data Discussions/Monitoring	Teachers will conference with students throughout the year on ClearSight/Cambium assessment data to discuss with students individual growth and goals as the year progresses. Students will be monitored and moved to Math Topics and Study Skills classes as needed throughout the year. Data monitoring will take place monthly with teachers to discuss current data trends of students.	Other - Data Monitoring/Discussions	08/07/2020	05/22/2021	\$0	All teachers, aides, and administration
<b>Total</b>					\$0	

## **Conclusion**

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.